DOCUMENT RESUME

ED 199 407 CE 028 146

AUTHOR Sturtz, Eric H.
TITLE The Relationship Between Personal Acceptance and Career Choice Contentment Among Graduate Students in Education.
PUB DATE Aug 78
NOTE 49p.; Master's Thesis, Bowling Green State University.

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Career Choice; *Career Development; *Education Majors; Education Work Relationship; Graduate Students; Higher Education; *Job Satisfaction; *Occupational Aspiration; *Self Concept; Self Concept Measures; Self Esteem
IDENTIFIERS Bowling Green State University OH

ABSTRACT

A study was conducted to determine if a relationship exists between personal acceptance (positive self-image) and career choice contentment among Bowling Green State University graduate students. Two tests were adapted for use in assessing the variables. A randomly chosen sample of sixty graduate students were met on a one-to-one basis, where each student completed the two tests. The tests were scored in terms of total point accumulation and a product moment correlation was run on the collected data. The correlation coeficient was .49870 and was found to be significant at the .001 level. The results of this study indicate that there is a significant relationship between one's self-concept and the feeling of being well adjusted and contented with his/her career or projected career direction. Based on the results of this study, it was suggested that although self-concept may not receive the attention it deserves in terms of its effect on career contentment, it may indeed be the very root of contentment itself. (Author/KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED199407

THE RELATIONSHIP BETWEEN PERSONAL ACCEPTANCE AND CAREER CHOICE CONTENTMENT AMONG GRADUATE STUDENTS IN EDUCATION

Eric H. Sturtz

Submitted to the Graduate School of Bowling Green State University in partial fulfillment of the requirements for the degree of

MASTER OF EDUCATION

August 1978

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Eric H. Sturtz

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Approved:

Advisor

Edward R Butler

Thomas L Myers

CE028146

ABSTRACT

The purpose of this study was to determine if a relationship existed between personal acceptance and career choice contentment among Bowling Green State University Graduate Students.

Two tests were adapted for use in assessing the variables. A randomly chosen sample of 60 graduate students were met on a one to one basis, where each student completed the two tests. The tests were scored in terms of total point accumulation and a product moment correlation was run on the collected data. The correlation coefficient was .49870 and was found to be significant at the .001 level.

The results of this study indicate that there is a significant relationship between one's own self-concept and the feeling of being well adjusted and contented with their career or projected career direction.

Based on the results of this study, it was suggested that although self-concept may not receive the attention it deserves in terms of its effect on career contentment, it may indeed be the very root of contentment itself.

ACKNOWLEDGMENTS

There is a select group of people who not only made this study possible, but fostered an atmosphere of enjoyment regarding the pursuit of knowledge.

First, I wish to thank my advisor, Dr. Richard A. Swanson. If it were not for his guidance, leadership, friendship, and friendly harassment, this study could not have been undertaken. In addition, he has made me proud to be a member of the education profession, and through his friendship, has made my stay in Bowling Green one of the most enriching and rewarding experiences of my life.

Next, I would like to thank Drs. Theodore L. Sipes and Edward R. Butler for their most helpful and sincere guidance while serving on the thesis committee.

Finally, and in highest esteem, I thank my family, my aunt and uncle, and my grandmother. Their unwavering faith and confidence in me throughout my life has without question served as the primary reason for any success I have enjoyed thus far.

August, 1978

Eric H. Sturtz

TABLE OF CONTENTS

		Page
LIST OF TABLES		v
I	INTRODUCTION	1
	Nature of the Problem	2
	Statement of the Problem	2
	Significance of the Problem	2
	Limitations	2
	Definition of Terms	3
II	REVIEW OF THE LITERATURE	4
	Peer Influence and Acceptance	4
	Career Aspirations	5
	Self-Concept	8
	Self-Evaluation and Social Behavior	10
	Research Hypothesis	12
III	PROCEDURE	14
	Research Design	14
	Population and Sample	14
	The Selection and Adaptation of Self-Assessment and Career Choice Measures	15
	What is to be Measured?	15
	Available Tests	15
	Reliability and Validity of Available Tests	16
	Adaptation	19

Page

Pilot Testing of Adapted Instruments . . . 20

Administration 22

IV ANALYSIS OF THE DATA 23

V SUMMARY 26

Results and Conclusions 26

Implications for Further Research 27

BIBLIOGRAPHY 29

APPENDIX

A. INSTRUMENTS USED FOR TESTING 36

B. P.E.R.T. 39

LIST OF TABLES

TABLE		Page
I	SCATTER DIAGRAM OF CAREER CHOICE CONTENTMENT AND PERSONAL ACCEPTANCE SCORES	24
II	CORRELATION OF PERSONAL ACCEPTANCE AND CAREER CHOICE CONTENTMENT	27

CHAPTER I

INTRODUCTION

Nature of the Problem

One common question posed to many people in the working world is: "How did you get into this line of work?" The answers given are undoubtedly quite varied and lengthy in number. What is important regarding these answers is not the specific assortment, but the underlying influencing factors.

Beyond planning and preparation, situational occurrences often influence or even force an individual toward a particular career direction. There are many factors which have a substantial impact upon the selection of careers. Some of these are money, status, convenience, prestige, power, and lack of alternatives.

There are factors which may play a more important role than those suggested, which may not surface as being directly noticeable or tangible. How does one measure results of deep human relationships? How does one assess the value of friendship as it pertains to motivation? These are the kinds of questions which do not surface as being tangible or direct. These questions deal with human situations that are difficult areas to perceive (Newcomb & Wilson, 1966).

Could a career decision prove to be poorly scrutinized if made under adverse social conditions? Do the feelings of

being wanted, cared for, and accepted have influential bearing upon career choice contentment? Are the domains of human interaction and love major influences upon career choice contentment?

Statement of the Problem

The problem investigated was to determine the relationship between personal acceptance and career choice contentment of Bowling Green State University College of Education Graduate Students.

Significance of the Problem

In recent times, there has been great concern for the implementation of career development programs among many people and institutions. Career development has been viewed as a major thrust toward the adjustment and maturity of those who are entering the world of work.

While the notion is popular that the self-concept has a great deal to do with the career development process, there isn't a great deal of empirical research within this area. This study is an effort to help fill that void.

Limitations

It was not the objective of this study to assess in terms of socio-economic hierarchy career contentment. Rather, the degree of contentment upon arriving at one's career choice was assessed.

Definition of Terms

Personal Acceptance - an assessment of how one views himself or herself in relation to the feelings of being wanted, cared for, and accepted.

Career Choice Contentment - the feeling or state of being well adjusted and satisfied with one's projected or present career.

CHAPTER II

REVIEW OF THE LITERATURE

Peer Influence and Acceptance

People respond to a situation, not necessarily as it really is, but as they perceive it to be; and, they perceive all but the simplest situations - especially human ones (Newcomb & Wilson, 1966, p. 3).

The ability of a peer or peer groups to relate and respond to one another's personal needs will dictate that individual's successes and failures. Successes and failures are matters of group life, because human beings want and need each other. It should be added that groups may be small or large, informal or formal. A pair of lovers, for example, constitutes a group in almost every important sense of the term. If persons want and need each other, their responses to others are potentially rewarding or punishing, regardless of whether their wants represent spontaneous affiliativeness or the calculated instrumental use of others (Newcomb & Wilson, 1966, p. 4).

The bolstering of "acceptance" is quite often a by-product of belonging to a peer group. Consider the example of a shy sophomore girl with feelings of rejection who was selected by various faculty members to work on a specific project. The girl, having received great personal acceptance by this opportunity, experienced an extroverted

change and sought high levels of achievement in future endeavors (Jackson, 1965, p. 74).

With regards to personal acceptance, people are most likely to interact with each other (and thus increase the probabilities of developing close relationships) when a shared interest in some aspect of their common environment brings them together (Newcomb & Wilson, 1966). The size of a particular peer group proves to be most important when considering strong interpersonal attitudes. Membership in very large populations is not likely by itself, to bring about the strong interpersonal attitudes (Newcomb & Wilson, 1966, p. 12).

People equipped with interpersonal skills find life in educational structures more comfortable. They have a competitive advantage in the labor market and within education and labor occupations. They are monetarily rewarded for these skills (Otto, 1976, p. 231).

Career Aspirations

An awareness of motivational factors leading to a career decision will be the element in discussion.

It has been suggested that those people for whom the world of work has the greatest meaning consonant with their own previously developed meaning system will find the greatest satisfaction and success in their work (Tiedeman & O'Hara, 1963, p. 51).

The realm of influencing factors upon career aspirations and choices is by no means limited. One school of thought contends that the reasons for choice of vocation may be found in students' general emotional instability at a given time (Baird, 1967, p. 1).

One study conducted on the motivational aspects of aspiration showed that one's level of aspiration is related to the social psychology and sociology arenas. It was hypothesized that youths who are close friends tend to have similar levels of occupational and educational aspiration (Haller, 1961). It was further found that one's level of aspiration:

1. Is related to behavioral systems.
2. Is deeply imbedded in social psychology having wide application in sociological and psychological research.
3. May be interpreted in terms of the person's self-concepts and in terms of his or her conception of certain roles he/she anticipates playing and desires to play sometime in their future (Haller, 1961, p. 8-12).

When considering levels of aspiration, one needs to be aware that students' doubts about their careers may

on the surface revolve around aptitude, but may perhaps in reality stem basically from an environmental uncertainty, sense of aloneness, of being naked to one's enemies, even though the enemies are saying that they are friends and are working for a fuller life for the individual (Tiedeman & O'Hara, 1963, p. 52).

In relation to career aspiration, there are a multitude of items which one needs to know about one's self before one can learn "what to do" with aspirations. This can be examined under the heading of awareness. The problem of awareness is compounded by the premise that intelligence is for the most part assessed by achievement, yet achievement is influenced by many other factors. For example, if one does not perceive himself as being an intellectual, one may never exercise intellectual initiative (Tiedeman & O'Hara, 1963, p. 53).

Still we find an opposite trend of thought regarding social or intellectual self-esteem. It is implied that no support has been found for the notion that social or intellectual self-esteem is related to importance of life goals (Braskamp, 1968, p. 7).

It has further been suggested that we tend to mirror those behaviors which dictate approval, and influence our approaches to aspiration. One of the most popular sources of this would be the contact which we have had with teachers.

Teachers being in the position of educational authority tend to pose as models for sources of approval. Students who are attracted to a certain teacher are likely to behave in ways which that teacher would approve. This approval will tend to influence aspirations (Zander, 1961, p. 18).

Self-Concept

The capacity to deal with the problems of goal fulfillment and opposing demands hinges on a secure and integrated development of the self (Jackson, 1965, p. 74).

Concept of self becomes inter-related with different phases of both social and vocational development. In Super's self-concept theory, occupational choice and development is a continuing multi-phase process where one investigates and forms a career goal which affords the best opportunity for the expression of self-concept which has been formulated over a period of time (Super, 1963). Hoffer (1955) poses a question relative to self-esteem and future desires: "Is desire somehow an expression of the centrifugal force that tears and pulls us away from an undesirable self?" (p. 3).

Psychological aspects surface as being major considerations with regard to self-concept. The attainment of an occupational identity is crucial for the fulfillment of the definition of ego identity (Erikson, 1959, p. 89).

Entrance into the world of work has been described as

a cold water shock, and it is vital that one knows who they are before entering this stage (Tiedeman & O'Hara, 1963, p. 54-55).

Psychologists appear to agree that one often needs help in trying to find an identity or who they are. Consider the inspiring example of a woman who had been hospitalized for psychological reasons for many years. The woman gave an account of how an older couple took an interest in her while she was at the hospital, and continued this same interest when she was released into the couple's care. She further pointed out that she actually wanted to leave the hospital and become a productive person. Bit by bit, the unattached but sympathetic love for this woman, the helping, the caring, got through to her and actually helped transform a hallucinating psychotic into a positive and realistic person with a good chance of success beyond the confines of the hospital (Rogers, 1959, p. 185).

Hoffer (1955) added to the preceding example by stating that: "It is surprising how much hardship and humiliation one will endure without bitterness when he has not the least doubt about his worth or when he is so integrated with others that he is not aware of a separate self" (p. 1).

Successful adjustment to a job or decision involving a vocational choice integrates at least the basic formulation of a self concept. And it would appear that the aspect

of choice on vocational considerations is vital for this successful formation. Furthermore, the search of personality (identity) and careers puts significant emphasis on sincere and continuous support and approval from society. It is here that the feeling of acceptance within the social world must reach its highest ebb, as the approval or disapproval is felt much more in this period of identity crisis. It is also at this level that one experiences much freedom of choice with any consequences falling on the individual's shoulders as opposed to anyone elses (Tiedeman & O'Hara, 1963, p. 55).

It is evident that unless one has a clear awareness of themselves, their needs, attitudes, abilities, and aptitudes, they are unprepared to make "realistic" decisions regarding career choices (Carlson, 1972, p. 3).

Self-Evaluation and Social Behavior

High interpersonal self-evaluations are generally associated with increased social interaction, while outward behavior and negative self-evaluations are associated with negative affective states (Fry, 1976, p. 414).

Social behavior includes the sexual realm as well. In a study conducted by Sallee and Cascani (1976) the relationship between purpose in life and sexual behavior and attitude (i.e. sex drive and interest, and sexual frustration and maladjustment) among college students was

compared.

The sample used was fourty-eight college students. The materials used were the "Purpose in Life Test", the Sex Drive and Interest Scale, and the Sexual Frustration and Maladjustment Scale. The items attempt to assess a person's level of satisfaction and meaning found in his or her daily existence. The results indicated that there was no significant relationship between Purpose in Life scores and scores on the Sex Drive and Interest Scale. It was also found that there was a positive significant relationship between "Purpose in Life" scores and the sexual frustration and maladjustment scale (Sallee & Cascani, 1976, p. 274).

In terms of social behavior, friendship to some extent is a mutual admiration society whereby each partner aids in sustaining the desired self-image of the other. This is perhaps most strongly evidenced by the appeal of romantic love. Here, there is a great intensity with which the mutual admiration is held. To be sure, love may be unrequited, but where it is mutually held, it is surely a great addition to self-esteem (Sherif & Sherif, 1968, p. 33). Hoffer (1955) concedes that: "It requires a considerable degree of conceit to believe that we are loved. Only certain people can give us that conceit" (p. 193).

The very question of "why people behave as they do" has intrigued thinkers from the earliest times. Much of

the material in literature, art, and drama pertains to goal striving, aspiration, jealousy, heroism, sacrifice, love and hostility - all highly motivated human behavior revolving around the perception of the self (Hilgard & Atkinson, 1967, p. 139).

Sensitivity to others and acceptance of others has always been positively valued. Deep relationships are also positively valued. To achieve a close, intimate, real, fully communicative relationship with another person seems to meet a deep need in every individual, and is very highly valued. This kind of relationship causes the partners to not only value each other, but themselves as well (Rogers, 1959, p. 185).

What is true of friends and lovers is also true of groups. The intense search for social acceptance is one of the prime enterprises of youth. Young people are constantly in quest of environments where they will be accepted. It might be said that there exists a widespread social conspiracy designed to evaluate the general level of self-esteem. We are all a part of that conspiracy (Rosenberg, 1965).

Research Hypothesis

The literature has provided a background to the research problem of determining the relationship between personal acceptance and career choice contentment among university

students. The literature generally indicates a positive relationship between various self-assessment and social adjustment indicies. Therefore the following directional hypothesis was developed in pursuit of the research problem.

There is a significant (.05 level) correlation between personal acceptance and career choice contentment among Bowling Green State University Graduate Students.

CHAPTER III

PROCEDURE

Research Design

In order to resolve the research question, a correlational design was selected. This one group design is illustrated as follows:

$$R \quad O_1 \quad O_2 \quad S$$

R Indicates randomization

O_1 Indicates measurement of personal acceptance

O_2 Indicates measurement concerning career choice contentment

S Indicates statistical comparison of measurements.

The correlational design resulted in statements of relationship, and not statements of causality.

Population and Sample

The population for this study consisted of full time graduate students enrolled at Bowling Green State University (B.G.S.U.) during the 1978 spring quarter. The sampling was selected through randomization. The available graduate population of 250 students, from which the random sample of 60 subjects was drawn, was supplied by the graduate registrar. This list was furnished after approval was granted by both the Graduate College and the Human Subjects Review Committee.

The Selection and Adaptation of Self-Assessment and Career Purpose Measures

What is to be Measured?

This study concerns itself with the measurement of two variables. They are personal acceptance and career choice contentment.

Personal acceptance is defined as an assessment of how one views himself or herself in relation to the feelings of being wanted, cared for, and accepted. In addition, one's attitude regarding his or her self-concept, ability to interact with others on a social level, and personal attitudes towards love as it has affected them will be equally assessed.

The second variable, career choice contentment, is defined as an assessment of one's feelings with regards to satisfaction level which was used to evolve one's previous or current career plans. It is not the status of a socio-economic hierarchy that is being sought, but rather the level of contentment with one's career or career direction as it relates to personal acceptance.

Available Tests

There were no instruments found in their original form which purported to measure either of the two variables being studied. While such instruments as the Personal Orientation

Inventory (Shoestrom, 1963), the Tennessee Self-Concept Scale (Fitts, 1965), the Survey of Personal Attitude (Norman, 1967), the State-Trait Anxiety Inventory (Spielberger, Gorsuch, Lushene, 1966), and the Job Analysis and Interest Measurement (Walther, 1964) were all found to measure related aspects of the study, none of these dealt with the specific variables, nor lent themselves to modification.

Two published instruments were identified that afforded potential adaption and use for this research. To measure personal acceptance, the Interpersonal Relationship Rating Scale developed by John L. Hipple (1972), and further adapted by Edward R. Butler into the Self-Assessment Rating Scale (1974), was selected.

To measure career choice contentment, the Purpose in Life Test by James C. Crumbaugh and Leonard T. Maholick (1976) was viewed as having the potential of conversion into a Purpose in Career Test.

Reliability and Validity of Available Tests

The reliability has been reported to be high on both instruments selected for adaptation. There are no data available however, in support of the claims. Using the original form of the Interpersonal Relationship Rating Scale as a pre, post, and follow-up test, thirty-four participants took part in a three-day human relations training laboratory. Participants described themselves more "positively" after the labora-

tory experiences, and this "positive description" persisted through the follow-up period. The pre to post average self-rating increased from 4.61 to 5.16, a statistically significant gain.

Using the original form of the Purpose in Life Test, as conducted by Crumbaugh and Maholick in 1964, split-half (odd-even) reliability was determined as +.81 (N=225) and Spearman-Brown corrected to +.90. The same correlation was determined by Crumbaugh in 1968 as +.85 (N=120) and Spearman-Brown corrected to +.92.

Validity, although not comprehensively reported, was touched upon in the reporting of the Interpersonal Relationship Rating Scale. The test proved to be effective in detecting changes in self-perceptions. The pattern was for participants to describe themselves significantly more positively in the post-testing situation than did non-participants. In other words, the participants believed they changed and rate the specific changes accordingly. The versatility of the instrument to tap both self-perceptions and observed behaviors makes it very valuable.

In the Purpose in Life Test, validity was discussed in more specific terms. Both construct and concurrent validity were assessed. Regarding construct validity, a variety of populations were used to distinguish predictions based on their expected degree of meaning and purpose in life. A

"normal" group of subjects i.e. business and professional personnel, protestant parishioners, college undergraduates, and indignant non-psychiatric hospital patients were compared with an "abnormal" group of subjects. The "abnormal" group consisted of hospitalized alcoholics, hospitalized neurotics, out-patient neurotics, hospitalized non-schizophrenic psychotics, and hospitalized schizophrenics.

There was a predicted difference between the two groups, in terms of how they would answer on the test. It was projected that in the "normal" population, the decending order of scores would be as follows: 1. successful business and professional personnel, 2. protestant parishoners, 3. college undergraduates, 4. indignant non-psychiatric hospital patients. The above is the precise order of how each group scored.

It was also projected that in the "abnormal" population the decending order of scores would be as follows: 1. hospitalized neurotics, 2. out-patient neurotics, 3. hospitalized alcoholics, 4. hospitalized non-schizophrenic psychotics, 5. hospitalized schizophrenics. The above is the precise order of how each group scored. It appears that the construct validity of the scale is supported.

The concurrent validity of the instrument has been evaluated by two measures: (a) correlation between Purpose in Life scores and a therapists' ratings of the degree of

purpose and meaning in life demonstrated by a patient (the therapist completed a Purpose in Life Test as he thought the patient should have completed it in order to represent the true facts), and (b) correlation between Purpose in Life scores and ratings by ministers of the degree of purpose and meaning exhibited by their participating parishioners. The correlation between the scale and the therapists' ratings was +.38 (N=50). The correlation between the scale and ministers' ratings was +.47 (N=120). These results are in line with the level of concurrent validity which can usually be obtained from a single measure of a complex trait.

Adaptation

The Interpersonal Relationship Rating Scale and the Purpose in Life Test were both found to be unacceptable in their existing original form. Both however, displayed promise in terms of their ability to measure the two variables if adapted versions could be constructed. It was found that both tests required a minimum of revision to achieve the desired criteria for proper measurement. The following is an account of the adaptative procedures regarding each test.

The Interpersonal Relationship Rating Scale purported to measure peer assessment by means of a rater assessing his or her peers. This would require an intact group where each person knew each other in order to facilitate the interpersonal rating. In addition, it did not deal with self-

assessment which would reveal "personal acceptance".

The adaptation required changing the tense of several questions and responses from dealing with how one perceives another to be, to how one perceives him or herself to be. The content of each question was thereby kept intact. The only alteration was who the question was being directed toward. The result was an adapted version of the Interpersonal Relationship Rating Scale entitled the Self-Assessment Rating Scale.

The Purpose in Life Test purported to measure ones' perception of his or her meaning in life. A trend of attitude is established through general questioning regarding ones' perception of their own existence.

Once again, the adaptation was a simple process involving the substitution of the word "career" wherever the word "life" appeared. The general rational of the test remains intact as does some of its purposes. The result was an adapted version of the Purpose in Life Test into the Purpose in Career Test. The modified test was critically reviewed by selected professionals in Career Education and Counseling for content validity.

Pilot Testing of Adapted Instruments

Five subjects known personally by the researcher were asked to participate in a pilot test of the two adapted instruments. This involved having each subject rate him

or herself on each of the variables. As a result of the pilot testing it was found that:

1. The two tests combined took approximately 15 minutes to complete.
2. The physical appearance of the two tests was suitable to all subjects.
3. Each subject found taking the tests to be worth their while and interesting, thus giving rise to a significant degree of face value.
4. The researcher in turn, rated each individual who took the tests, by filling out the tests as he perceived each subject to be regarding the two variables. This was done to establish concurrent validity.

In terms of concurrent validity, it was anticipated that a high positive correlation would be found between the two variables, suggesting that a significant relationship existed. Significance regarding positive correlations are found when the correlation coefficient of the two variables is at the .05 level or higher. It was found that:

1. The correlation coefficient regarding the two assessed variables was .9885, suggesting that a very high positive correlation existed.

2. The correlation coefficient regarding the researchers assessment of each individual was .94970, establishing a significant degree of concurrent validity. (.94318 for Personal Acceptance and .95621 for Career Choice Contentment).

The high positive correlations on the parts of both the participants and the researcher, suggested that all was in order to conduct the study.

Administration

The students selected for participation in this study were subjected to the two tests of the two variables being correlated. The students were notified by phone that they were being asked to participate in a study for the purpose of a thesis problem. In this same conversation, the students were given a series of time slots from which they selected a time convenient for them to participate in the study.

CHAPTER IV

ANALYSIS OF THE DATA

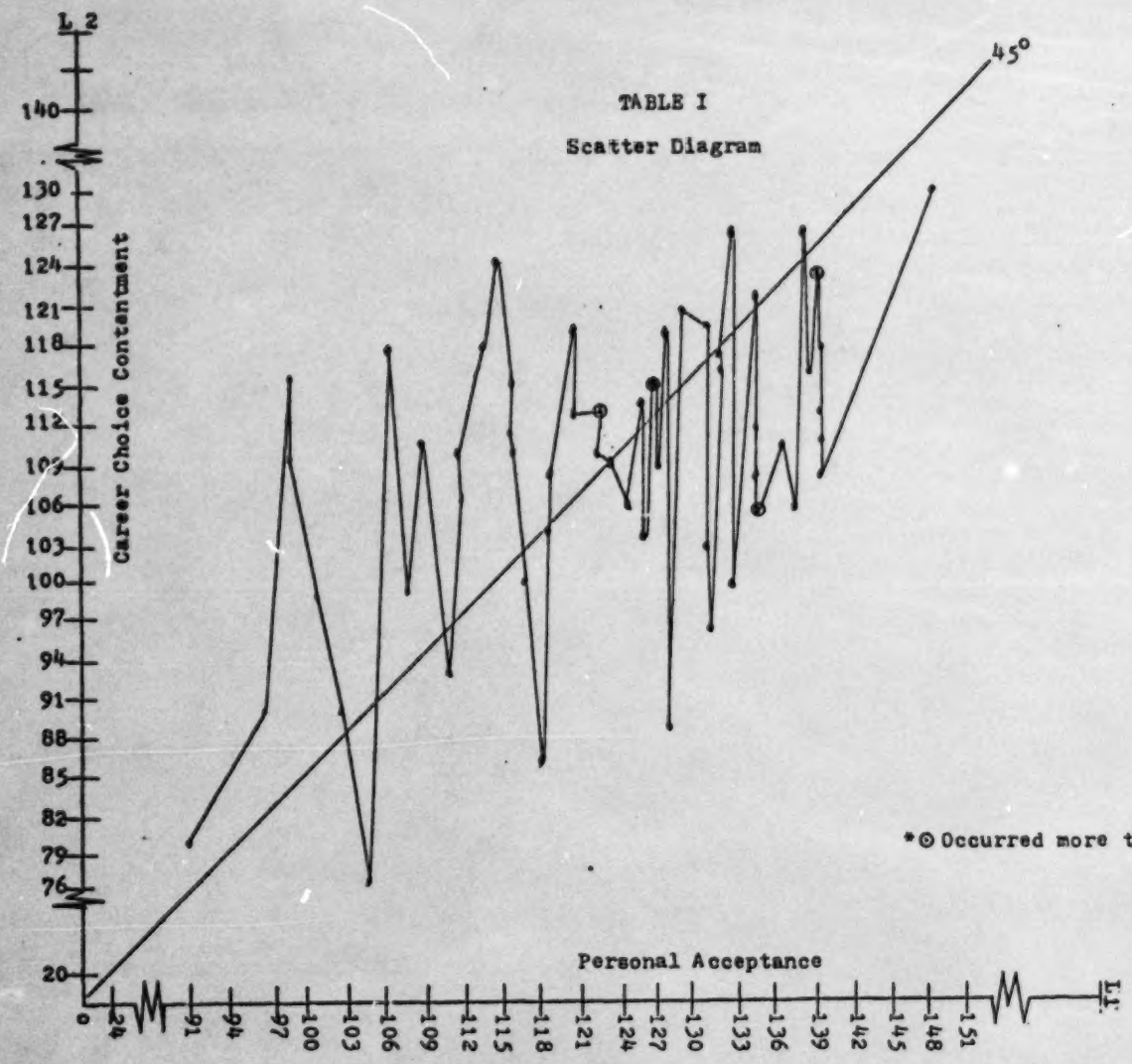
Sixty full time graduate students enrolled at Bowling Green State University (B.G.S.U.) during the 1978 spring quarter participated in this study. These were students who were enrolled within the college of education. Students were met on a one to one basis where they took the two tests. Meeting one to one insured a 100% return on the tests.

After administration of the instruments, product moment correlations were computed utilizing the B.G.S.U. computer facilities. The level of significance which was sought after in interpreting the data was at the .05 level.

Scoring the tests was done by adding the responses made by each participant. The two instruments were scored separately and then correlated. There was a possible high score of 168 "Personal Acceptance" and a possible low score of 24. On "Career Choice Contentment" there was a maximum high score of 142, and a possible low score of 20. A maximum high score would occur if the participant responded with number sevens on the Likert Scale to all questions. A minimum low score would occur if all questions were responded to with number one. A graphic description of how each participant responded is found on the scatter diagram in table one.

TABLE I

Scatter Diagram



CAREER CHOICE CONTENTMENT AND PERSONAL ACCEPTANCE SCORES

*⊙ Occurred more than once

The hypothesis projected a significant relationship between Personal Acceptance and Career Choice Contentment. The results from the correlation of the above two variables are contained in table two.

TABLE II

Correlation of Personal Acceptance and Career Choice Contentment

Group	Sample (N)	D.F.	Correlation
Graduate Students	60	58	.49870*

*Significant at above .001 level.

A correlation of .4078 is significant at the .001 level. As presented earlier, data correlating at the .05 level would be accepted as being significant. The above table shows the correlation to be significant above the .001 level and thus surpassing the .05 level. This firmly suggests a positive relationship, and gives rise to the acceptance of the directional hypothesis that personal acceptance is related to career choice contentment.

CHAPTER V

SUMMARY

Re-Statement of the Purpose of the Study

The purpose of this study was to determine if a significant relationship existed between personal acceptance and career choice contentment among university students.

Results and Conclusions

The directional hypothesis stated that there would be a significant relationship between the two variables being studied. In this study, the hypothesis was accepted when it was found that the variables correlated (.49870) with a significance at above the .001 level.

The findings of this study are by no means conclusive. However, the data can be used as a guide by professionals who will be influential in the career guidance and decision making process of both high school and college students.

Perhaps the most interesting aspect of the study is the attempt to revive the perhaps forgotten or subdued concept of "knowing thyself". It appears that with the recent trend in career education, major thrusts of effort pertaining to the education and preparation of students for entry into the world of work have been launched. It is the contention of this researcher that while efforts pertaining to the fostering of career education programs are well intended, they may prove to be futile and non-productive efforts if

the very people at whom they are directed have low or poor self-concepts. Students have been exposed to batteries of tests, on the job training programs, field trips to potential employers and work/study experiences; all of which are designed to better equip the student with skills needed to make realistic career decisions. The process of generating exposure to the world of work through career awareness is both complex and time consuming. Students from high school through college are asked to make monumental decisions regarding their career directions. How can a student intelligently weigh the factors pertaining to his or her career decisions if they are not at peace with themselves? It seems quite conceivable that important career decisions could be poorly scrutinized if ones' self-perception is very low.

In addition, one should keep in mind that poorly made career decisions may have long term effects upon the adjustment and satisfaction levels of ones' career. Discontent might be considered a "snowballing" process where the displeasure with ones' career overflows into other aspects of ones' life and furthers discontent with the self.

Implications for Further Research

1. The most obvious implication for further research is to replicate the study over a period of several years to establish a pattern of prediction. Follow-up studies could be made

on the same people to detect changes. In addition, a much larger sample could be tested to broaden the scope of the study.

2. By replicating the study through repeated testing, substantial predictive validity could be established, perhaps giving rise to the acceptance of the two tests for counseling and guidance purposes.
3. The population from which the sample is drawn should include people from all walks of life. As long as one is in the position to entertain a career direction, he/she should be included in the available population.
4. The domain of self-concept should be critically investigated through controlled experimental research, and examined with close scrutiny by appropriate professionals.

An immediate criticism of the study might be that the scores obtained on the two tests are subject to significant fluctuations with the changing of ones' mood and with new developments occurring in ones' career or projected career direction. While this may be true, it is believed that upon repeated examinations, a predictable pattern would occur, creating a stabilizing effect.

BIBLIOGRAPHY

Abe, C. and Holland, J. Students with different vocational choices. American College Testing Program, 1965. E.R.I.C. Doc. ED 013457.

Andrews, E. The residential college student. Purdue University, 1967. E.R.I.C. Doc. ED 015489.

Babladelis, G. and Adams, S. The shaping of personality. New Jersey: Prentice-Hall, 1967, p. 422-469.

Badgett, J. The relationship between self-concept and certain academic, vocational, biographical and personality variables. Texas A. & M. University, 1968. E.R.I.C. Doc. ED 024987.

Baird, L. The undecided student - how different is he. American College Testing Program, 1967, p. 1. E.R.I.C. Doc. ED 017230.

Barr, A. S. and Davis, Johnson, P. Educational research and appraisal. New York: Lippencott, 1953.

Blocker, C. Dissent and the college student in revolt. Harrisburg Comm. Coll., 1969. E.R.I.C. Doc. ED 027900.

Braskamp, L. Changes in the life goals of college students and their relationships to personality and college environments. American Educational Ressarch Assoc., 1968. E.R.I.C. Doc. ED 022200.

Buskey, H. The uses of human potential seminars in a community college. Prince George Comm. Coll., 1975. E.R.I.C. Doc. No. 116083.

Campagna, D. Non-academic aspects of college experience. Council for Advancement of Small Colleges, 1969. E.R.I.C. Doc. ED 028470.

Carlson, L. Self-concept exploration. Minnesota University, 1972, p. 3. E.R.I.C. Doc. ED 128554.

Crumbaugh, J. and Maholick, L. Purpose in Life Test. Munster, Psychometric Affiliates, 1976.

Diesing, P. Reason in society. University of Illinois Press, 1962.

Erikson, E. Identity and the life cycle. Psychological Issues, 1959, p. 89.

Fedell, J. and Buskey, H. Value changes in human potential seminar. Prince George Community College, Maryland, 1975. E.R.I.C. Doc. ED 116082.

Festinger, L. and Katz, D. Research methods in the behavioral science, New York, Dryden Press, 1953.

Fitts, W. Tennessee Self-Concept Scale. Nashville: Counselor Recordings and Tests, 1965.

Frueling, R. Student self-realization and human relations training in the cooperative work experience curriculum. Technical Education News, 1976, Vol. 36, p. 2-4.

Fry, P. Success, failure and self-assessment ratings. Journal of Consulting and Clinical Psychology, 1976, Vol. 44, p. 413-419.

Gill, Mohindra. Pattern of achievement as related to the perceived self. Ontario Institute for Studies in Education, 1969. E.R.I.C. Doc. ED 029336.

Goode, W. and Hatt, P. Methods in social research. New York: McGraw-Hill, 1952.

Haller, A. Occupational outlook scale theory. Michigan State, 1961, p. 8-12. E.R.I.C. Doc. ED 002868.

Hanson, J. and Putnam, B. Improving self-concept and vocational maturity. Journal of Counseling Services, 1976, Vol. 1, p. 24-27.

Hilgard, E. and Atkinson, R. Introduction to psychology. New York: Harcourt, Brace, and World, 1967, p. 139, 150-153.

Hipple, J. Interpersonal Relationship Rating Scale. University Associates, 1972.

Hoffer, E. First things, last things. New York: Harper & Row, 1971.

The passionate state of mind. New York: Harper Brothers, 1955. pp. 2, 5. 29, 35, 59, 89, 130, 139, 159, 226, 229, 275.

Holland, J. and Lutz, S. Predicting a student's vocational choice. American College Testing Program, 1967. E.R.I.C. Doc. ED 012941.

Hunter, J. Occupational choice and meaninglessness. Thesis Publication, Bowling Green State University, 1965.

Jackson, B. Achievement and role definition of the college student. Kansas University, 1965. P. 4, 74. E.R.I.C. Doc. ED 003354.

Jahoda, M., Deutsch, M. and Cook, S. Research methods in social relations. New York: Dryden, 1951.

Krulee, G. Influence of identity processes on student behavior and occupational choice. Northwestern University, 1966. E.R.I.C. Doc. ED 010385.

Krumboltz, J. A social learning theory of career selection. Counseling Psychologist, 1976, Vol. 6, p. 71-80.

Kuh, G. Persistence of the impact of college on attitudes and values. Journal of College Student Personnel, 1976, Vol. 17, p. 116-121.

Landsman, T. Positive experience and the beautiful person. University of Florida, 1968. E.R.I.C. Doc. ED 027551.

Lunneborg, P. Vocational indecision in college graduates. Journal of Counseling Psychology, 1976, Vol. 23, p. 402-404.

Macacuso L. Learning to live with others. Texas Commission on Alcoholism, 1974. E.R.I.C. Doc. ED 118503.

Meyers, D. Social and self development. Journal of Vocational Education Research, 1976, Vol. 1, p. 29-44.

Moore, J. Loneliness: self-discrepancy and sociological variables. Canadian Counsellor, 1976, Vol. 10, p. 133-135.

Newcomb, T. and Wilson, M. College peer groups. Chicago, Aldine Company, 1966.

Norman, J. Survey of Personal Attitude. Chicago: Personal Research Associates, Inc., 1967.

Nygreen, G. The contemporary college student. Woodstock College, 1967. E.R.I.C. Doc. ED 022202.

Otto L. Extracurricular activities and aspirations in the status attainment process. Rural Sociology, 1976, Vol. 41, p. 217-233.

Reemers, H. and Gage, N. Educational measurement and evaluation. New York: Harper, 1954.

Reese, M. Reaching out. Texas Commission on Alcoholism, 1975. E.R.I.C. Doc. ED 118507.

Rogan, D. Campus apocalypse. New York: Seabury Press, 1969.

Rogers, C. A theory of therapy, personality, and interpersonal relationships. New York: McGraw-Hill, 1959, p. 181-256.

Rosenberg, M. Society and the adolescent's self image. Princeton University Press, 1965.

Salle, D. and Cascani, J. Relationship between sex drive and sexual frustration and purpose in life. Journal of Clinical Psychology, 1976, Vol. 32, p. 273-275.

Sheridan, J. A process for group action. Texas Commission on Alcoholism, 1974. E.R.I.C. Doc. ED 118505.

Sherif, C. and Sherif, M. Attitude, ego, involvement, and change. New York: Wiley & Sons, 1968, p. 33-42.

Shields, E. Choicepoint. Mental Health Center, Stroudsberg, Pennsylvania, 1975. E.R.I.C. Doc. ED 128732.

Shoestrom, E. Personal orientation inventory. Princeton: Educational Testing Service, 1963.

Spielberger, C., Gorsuch, R., and Lushene, R. State-Trait Anxiety Inventory. San Francisco Consulting Psychologists Press, Inc., 1966.

Starr, J. Social structure and change. Boston: Little & Brown, 1974.

Stricker, G. Student's views of their college environment. Adelpli University, 1964. E.R.I.C. ED 003328.

Super, D. Career development: self-concept theory. Princeton, 1963, p. 381-385.

Taylor, W. Touching lives. Texas Commission on alcoholism, 1974, E.R.I.C. ED 118504.

Terbovic, J. Self-evaluation and assessment of performance by self and others. Journal of Consulting and Clinical Psychology, 1976, Vol. 44, p. 564-571.

Thistlethwaite, D. Effects of college upon student aspirations. Vanderbilt University, 1965. E.R.I.C. ED 003372.

Tiedeman, D. and O'Hara, R. Career development: choice and adjustment. New York: College Entrance Examination Board, 1963, p. 51-57.

Tomkins, C. Eric Hoffer - An American odyssey. New York: Dutton & Company, 1968.

Von-Hoffman, N. The multiversity. Toronto: Holt, Rinehart, Winston, 1966.

Walther, R. Job Analysis and Interest Measurement. Princeton: Educational Testing Service, 1966.

Zander, A. The influence of teachers and peers on aspirations of youth. University of Michigan, 1961, p. 18. E.R.I.C. Doc. ED 002877.

APPENDIX A

INSTRUMENTS USED FOR TESTING

SELF-ASSESSMENT RATING SCALE[1]

TEST NO. A

Complete this form quickly without thinking too much about each item.

For each of the following items, darken the number that best describes the degree to which the statement fits you. Use the answer sheet provided.

In the example below, the rater felt that he/she was average in wealth.

A. Wealth of participant.

Very Poor --1---2---3---4---5---6---7--- Very rich

1. Ability to listen to others in an understanding way.
   Low --1---2---3---4---5---6---7--- High
2. Awareness of the feelings of others.
   Unaware --1---2---3---4---5---6---7--- Aware
3. Tolerance of differences in others.
   Low --1---2---3---4---5---6---7--- High
4. Tendency to trust others.
   Quite suspicious --1---2---3---4---5---6---7--- Very trusting
5. Tendency to seek close personal relationships with others.
   Low --1---2---3---4---5---6---7--- High
6. Tendency to build on the previous ideas of others.
   Infrequent --1---2---3---4---5---6---7--- Frequent
7. Ability to influence others.
   Low --1---2---3---4---5---6---7--- High
8. Reaction to expression of affection and warmth from others.
   Low tolerance --1---2---3---4---5---6---7--- High tolerance
9. Reaction to the opposing opinions of others.
   Low tolerance --1---2---3---4---5---6---7--- High tolerance
10. Reaction to conflict and antagonism from others.
    Low tolerance --1---2---3---4---5---6---7--- High tolerance
11. Reaction to others' comments about behavior.
    Reject --1---2---3---4---5---6---7--- Welcome
12. Willingness to discuss feelings and emotions with others.
    Unwilling --1---2---3---4---5---6---7--- Willing
13. Level of self-understanding.
    Do not know self --1---2---3---4---5---6---7--- Know self a great deal
14. Level of self esteem.
    Very low --1---2---3---4---5---6---7--- Very High
15. Level of giving love.
    Cold --1---2---3---4---5---6---7--- Warm and affectionate
16. Level of openness.
    Reveal little of self --1---2---3---4---5---6---7--- Reveal much of self
17. Degree of peace of mind.
    Restless and dissatisfied --1---2---3---4---5---6---7--- At peace with self
18. Level of aspiration.
    Very low --1---2---3---4---5---6---7--- Very high
19. Level of physical energy.
    Tire easily --1---2---3---4---5---6---7--- Vital and resilient
20. Degree of versatility.
    Can do only a few things well --1---2---3---4---5---6---7--- Can do many things well
21. Degree of innovativeness.
    Like the status quo--1---2---3---4---5---6---7--- Very creative and inventive
22. Level of anger expression.
    Repress it consistently --1---2---3---4---5---6---7--- Express it openly
23. Clarity in expressing thoughts.
    Quite vague --1---2---3---4---5---6---7--- Very clear
24. Degree of independence.
    Very little --1---2---3---4---5---6---7--- A great deal

PURPOSE IN CAREER TEST[1]

TEST NO. B

Complete this form quickly without thinking too much about each item.

For each of the following items, darken the number that best describes the degree to which the statement fits you. Use the answer sheet provided.

In the example below, the rater felt that he/she was happy with his/her career.

A. Happiness with career:
not very happy --1---2---3---4---5---6---7-- very happy

1. Regarding my career, I am usually:
completely bored --1---2---3---4---5---6---7--- exuberant, enthusiastic

2. My career to me seems:
completely routine --1---2---3---4---5---6---7--- always exciting

3. In my career I have:
no goals or aims at all --1---2---3---4---5---6---7--- very clear goals and aims

4. My career is:
meaningless without purpose --1---2---3---4---5---6---7--- very purposeful and meaningful

5. Every day in my career is:
exactly the same --1---2---3---4---5---6---7--- constantly new and different

6. If I could choose my career again, I would:
never have entered it --1---2---3---4---5---6---7--- like another one just like it

7. After retiring, I would:
loaf the rest of my life --1---2---3---4---5---6---7--- do things I have wanted to do

8. In achieving career goals, I have:
made no progress at all --1---2---3---4---5---6---7--- progressed to fulfillment

9. My career is:
empty, filled with despair --1---2---3---4---5---6---7--- running over with good things

10. If I should die today, I would feel that my career has been:
completely worthless --1---2---3---4---5---6---7--- very worthwhile

11. In thinking of my career, I:
often wonder why I exist --1---2---3---4---5---6---7--- always see why I am here

12. As I view my career in relation to the world, my career:
completely confuses me --1---2---3---4---5---6---7--- fits meaningfully with my life

13. Regarding my career, I am a:
very irresponsible person --1---2---3---4---5---6---7--- very responsible person

14. Concerning man's freedom to make his own career choices, I believe man is:
completely bound by limitations of heredity and environment --1---2---3---4---5---6---7--- free to make all choices

15. I regard my ability to find a meaning, purpose, or mission in my career as:
practically none --1---2---3---4---5---6---7--- very great

16. My career is:
out of my hands and controlled by external factors --1---2---3---4---5---6---7--- in my hands and I am in control of it

17. Facing my daily tasks within my career is:
painful and boring --1---2---3---4---5---6---7--- a source of pleasure

18. I have discovered:
no mission or purpose in my career --1---2---3---4---5---6---7--- clear-cut goals and a satisfying career purpose

19. With regard to death, I am:
unprepared and frightened --1---2---3---4---5---6---7--- prepared and unafraid

20. With regard to suicide, I have:
thought of it seriously as a way out --1---2---3---4---5---6---7--- never given it a second thought

[1]Adapted by Eric H. Sturtz from the Purpose In Life Test by James C. Crumbaugh and Leonard T. Maholick, 1977.

APPENDIX B

P.E.R.T.

PROCEDURES

The specific procedures and their sequencing is presented in the following Program Evaluation Review Technique (P.E.R.T.) list of events and flow chart.

P.E.R.T. Events Covering an Eight Month Period

1. Review first draft of thesis
2. Submit second draft
3. Formulate committee
4. Oral exam
5. Re-take of oral exam if needed
6. Review draft and obtain tests
7. Formulate group sample
8. Re-work instruments if needed
9. Meet with advisor for review of instruments and draft
10. Run off printing of instruments and run pilot test
11. Get in touch with sample
12. Meet with advisor to present all info. and progress to date
13. Administer instruments
14. Take instruments to computer facilities for analysis
15. Mail findings of study to members of sample who have requested as such
16. Review analysis of instruments
17. Discuss analysis of instruments with advisor
18. Enter analysis of data into thesis draft
19. Complete sections on summary and implications for further research
20. Alert typist to possible dates for final draft
21. Meet with advisor for possible final draft and date setting for oral with committee
22. Apply for August degree
23. Pick up possible final draft from typist
24. Review possible final draft with advisor
25. Revisions on draft if needed
26. Re-submission of draft
27. Oral exam
28. Re-take of oral exam if needed
29. Revisions on draft and duplication
30. File library copies of thesis
31. Commencement

THE RELATIONSHIP BETWEEN PERSONAL ACCEPTANCE

AND CAREER CHOICE CONTENTMENT AMONG GRADUATE STUDENTS IN EDUCATION

P.E.R.T. NETWORK